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HERE certainly is a science of education, and no teacher is successful whose work is not in accord with the principles of that science. Some successful teachers are not consciously familiar with the principles of their work, but they are happily working in right lines, and it has been largely from such work that the principles have been discovered and are being more exactly defined. Teaching is at the same time an art, and no mere familiarity with the science will make a teacher successful. Some of the best theorizers have been very poor practical teachers. But it was not the good theory that made them poor teachers. A thorough or even a partial familiarity with the true theory of education will make every good teacher better.

Every teachers' agency has more applicants for better positions than it has places to which to recommend them. At the same time it has information of more good positions than it has suitable teachers to recommend to them. For really good positions, to-day, teachers must be *professional* teachers. If they are normal school graduates, that is the best single evidence that they know something of the professional side of teaching. But some of the best professional teachers never had the advantage of a normal course. They have studied the history and science of education while they were teaching, and they have adopted methods in harmony with the underlying science of their work. A higher salary is not the only incentive to better work. The teacher who can look over a day's work, a week's work, a year's work, and feel that it was well done by a higher reward than even the good salary that he deserves. We believe that thousands of teachers can testify from their own experience that this is true. Among the most successful teachers, the ones who oftenest feel that they are working in right lines, are the ones who secure and retain the best salaries. This is not unexceptionally true but it is the rule, and the rule will annually have fewer and fewer exceptions.

University Extension is becoming a familiar term in all parts of our country. Under the direction of our higher institutions, there will be a great company, beyond the immediate number of regular students, who will be pursuing systematic studies in the various branches taught in our best colleges. President Chamberlain of the University of Wisconsin, is chairman of the Western executive committee of the university extension, with headquarters at Chicago, and centers at other points in Illinois and adjacent states. A recent circular announces 85 courses and 60 lectures, each course consisting of at least six lectures. A full outline of the courses is given with each subject and before or after each lecture a class exercise is held giving an opportunity for questions and answers on the subject treated

and its related topics. It will not be necessary for a student to attend these lectures, but he will be required to prepare written work according to the directions in the syllabus, and he must take a final written examination in order to secure credit for what he has accomplished. It is said there is scarcely a town of any importance in the state of Wisconsin that has not already arranged for one course of lectures, and many have two or three. Milwaukee is to have ten. The good that will come from this movement cannot be estimated. It is a fit culmination to the reading circle organization that, in its way, has done so much good.

The fact that the United States government has among its soldiers a large number of ignorant men, attracted attention more than twenty-five years ago. Schools were planned for garrisons, but the result has been so unsatisfactory that now it proposed to enlist 150 men who may be competent to teach, paying about \$550 per year and giving board and quarters besides. But the true plan is to employ a teacher fitted as a teacher, successful as a teacher, and give him an honorary rank like the chaplain. The plan of hiring some smart fellow to act as teacher because he could read and write decently has turned out as might be expected; it was about equal to the plan of Frederick the Great who put his one-legged veterans in as teachers in the public schools. Let our great government do in teaching as it does in chemistry—get some one who understands it.

The other day a large number of old school books came under our notice, most of which were printed in the last century, a few two hundred years ago. Here were geographies without maps; arithmetics and algebras without a word of explanation; grammar rules without reason; lists of the kings and queens of England and France, longer than the genealogies of the Old Testament, to be committed to memory without note or comment. A little United States history in one of the books stated that there were "six states east of the Hudson river, and some outlying country beyond." The important events mentioned were, The Deerfield Massacre, The Landing of the Pilgrims, and a story of the Charter Oak. We have made considerable progress since those old times.

It is a good thing for education that large estates in this country cannot be entailed. Rarely is a millionaire able to bequeath his property to his heirs in such a way that it will remain entire as he left it. The millions held by A. T. Stewart at his death are now scattered among at least fifty or sixty heirs, and Com. Vanderbilt's vast possessions have been divided among eight or ten of his children and grandchildren. A generation ago the Stewart brothers were millionaire sugar merchants in this city. Both the brothers died leaving their vast estate to the widow of the elder; now this lady has passed away and every dollar of the five or six mil-

lions will, in a few months be in the hands of educational institutions and benevolent associations. Even the magnificent Stewart mansion is to be sold and the proceeds given for the promotion of science, literature, education, and art. Some rich men become the almoners of their own fortunes. Among these is Mr. Carnegie, who recently gave a million dollars for a library in the city of Pittsburgh, and agreed to maintain it at a cost of not less than forty thousand dollars yearly. Now Mr. Carnegie has placed another million in bonds in the hands of a committee, requiring them to purchase each year works of art, and establish a collection of American historical and artistic books. The total gift of Mr. Carnegie for education, now amounts to over two millions of dollars, the income of which will principally be devoted to libraries and art galleries, in such a way as to help the people of Pittsburgh, who have been so greatly benefited by his previous benefactions.

What is the best education? Sorosis in this city concluded a week ago, that the best and highest development of an individual is that which develops most completely his capacity for usefulness, and the education that prepares him for the fullest use of his special faculties and abilities is the most desirable for him. He is best trained when he is trained for the uses for which he is by nature best fitted. The greatest difficulty the intelligent teacher finds in studying a particular child is to determine his special faculties and limitations, and then find the best way of developing them most completely. Few boys are so completely symmetrical that special aptitudes can not be found, for it is true that every child has some special adaptation. The greatest mistake a parent or teacher can make, is to put a child in an unfit place, and then try to keep him there. A round peg will never fit a square hole, neither a square peg a round hole. If there is anything stamped upon the works of nature, it is the eternal fitness of things. A fig tree bears figs and not grapes; fish live in the water and not on land, and apple trees bear apples and not oranges. All of this is as it ought to be. So should it be in the education of a child. Let the law of eternal fitness be applied and no mistake will be made; but let it be disregarded and mistakes will occur all along the line of studies. Adaptation is the fundamental law of nature's work.

"A cigar was given him, and he set down his lantern and went into the station to light the cigar; while he was doing this the train rushed by, and twelve persons were instantly killed and many others wounded." This is the summing up of a dreadful accident. Its cause was neglect of duty; the duty was neglected to enjoy, for a brief period, the influences of the nicotine in a cigar.

Here we are brought face to face with a tremendous calamity that came from liking tobacco. The smoking of every cigar is not attended by a calamity, let it be admitted; but the use of tobacco—smoking, chewing, and snuffing—will be followed by evil results. In the above case the man preferred tobacco to duty; tobacco had let down his moral principles; he was unfitted for this important post by using tobacco. The damage done by alcohol and tobacco is to the moral fiber. For a man to get drunk and kill some one is one of the evils that come out of alcohol; being made less a man by it is the great evil.

It was noticeable at the Florida Association that a certain spirit of hostility existed to normal schools and methods. This used to be so in New York; at one time it was proposed to ask the State Teachers' Association to condemn the normal school. But all hostility has long since disappeared. Several of the ten normal principals have been popular presidents of the association; so, in all states where the normal school has been tried.

What is the cause of this hostility? It is the result of real ignorance and pedagogical narrowness. A teacher attains enough technical knowledge to get a certificate, and is then looked up to by thirty or forty children, and their parents as a Solomon; he begins to think he is one. How he puts on airs! He shows how the minister's sermon won't parse; he carries around some knotty examples, perhaps in algebra, expressed in terms of x and y . In fact, he has gone to a stage where his "one small head" can hold no more. Now tell such a man some one has made a study of education, and has different ways of teaching, and he will fairly roar with contempt. He believes he knows it all himself, that there is nothing more to learn. There are a good many such to the square acre yet.

Governor Flower in his inaugural message, disapproved of the plan of giving state aid to the University Extension work of the Regents of New York. It will be a great calamity if this department is not encouraged. While other states are moving earnestly in this matter, New York should not fall behind, for it can well afford to spend five times \$10,000 in giving the means of universal education.

A good deal has been said in the newspapers about acts worthy of barbarous races among Harvard students. It appears that among the ceremonies of initiation into a certain society is that of branding on the arm. This is done with a burning cigar. The object is supposed to teach heroism. A Denver paper comments on it "as probably being a means of recognition like the branding of cattle on the plains." Hereafter when a Harvard graduate makes his appearance in the world he may expect to be asked, "Were you branded in college?" If it turns out he was not, there may be doubt whether he went through the whole course. Possibly the students of other colleges may think they must add branding to the other relics of barbarism they practice. Possibly the faculties of other colleges may need to advertise, "No branding in this college."

When State Supt. — was a teacher he had two young men fitting for college under him; both were falling off in their studies. He was asked to see them, did so, and reported: "A. has been made to see the point and he will come out all right. B. is different. I have no hope for him. He has the better mind apparently, but he has got to smoking and I cannot reach him." That young man has become a moral wreck. No teacher has bright anticipation of a pupil after he has learned to smoke.

We give the lion's share this week to the Educational Field, that our readers may get a glimpse of the trend of educational thought and discussion in the different parts of the country. It will be observed that the keynote of progress gives forth no uncertain sound in these various gatherings. There is hope and encouragement for the future between the lines of these report columns.

Editorial Correspondence.

I left New York in the midst of a cold, driving rain (no snow had yet appeared in the streets), and after a brief interval find myself here in Jacksonville, enveloped in floods of glorious sunshine. I had so brief a vacation in the summer that I began to feel the need of rest; besides the Florida State Teachers' Association was to meet here. My usual time to come into fair Florida is in February and March, but I felt specially drawn by the enthusiasm I knew the teachers would possess.

A little incident that occurred at the station below Petersburg is worth noting. It was customary for the train to stop here for wood or water, and then little ragged black boys assembled to amuse the men, who would get out of the Pullmans, by standing on their heads in the sand—expecting thus to earn a nickel. Some five years ago, a young lady in the train saw this, inquired the name of the teacher, and addressed him a letter offering prizes to those who attended school regularly, and for best penmanship and reading. She wrote to the clergymen in the place also. Quite a revolution was effected—the rags were replaced by patches; the boys no longer degrade themselves and run the risk of apoplexy by trying to see how long they can stand on their heads. So much for the attempt of one person passing along the railways to make the world better.

The Teachers' Association in this state is a body of unusual strength. There were 1,500 in attendance. If I am not mistaken it will exert an influence in shaping the educational policy of the state. President Stuart is a member of the faculty of the Lake City college, and is one of a number of men and women who are rising to places of deserved educational prominence in the state. Major Russell, the state superintendent, cannot be exceeded in earnestness; he has earnest followers.

County superintendents have caught his spirit; there were Buchholtz, Sheets, Sams, Beeks, Perkins, Compton, and many others. City principals of fine abilities were present. I recall Profs. Graham, Streater, Glenn, Knibloe, Griffin, Booth, Lyman, Patterson, Geo. Stuart. The normal school was represented by Prof. Felkel and the State college by Stuart, Seals, and Powers. It would be impossible to name even the representative men, so large was the attendance.

Already a number of able women teachers have come to the front. Mrs. Ingram is plainly a woman of unusual power; Mrs. Smillie, Mrs. Veenliet, Mrs. Van Buskirk, Miss Brown, and Miss Dye are a few names out of fifty skilful women teachers.

The keynote was struck by Pres. Stuart when he declared the association must find out the right subjects and debate them, and them only. Dr. Yocum had some good things to say about the marks teaching left on the teacher. While none of these are a disgrace to the teacher, they prevent his rounding out with fullness and largeness.

It is plain the Florida teachers mean the high things of education; they agreed with Prof. Graham when he declared, "We must aim at character; the best the school can do is to make virtuous men and women out of the children."

A very interesting discussion was started by Prof. Felkel as to the aim of the normal school, "Scholarship or Methods." It is not to be wondered at that the normal schools prefer scholarship; so many come with so little scholarship. A young man who had taught a term entered a New York normal school; and, in spite of the label on the books he used, wrote home to his mother after staying two weeks, "I am attending a *normal* school." There is no place where the shortcomings of the teacher are so apparent as in the students who desire to enter normal schools.

Mrs. Ingram turned her strong sarcasm on the "Teachers' Status." "Now, teachers of Florida, the same things may be said of you twenty-five years from now if you don't plan and work. You must first have uniform examinations (the questions issued by the state board of education); next, you must have examinations for life diplomas, giving three years to work through; next, the

normal school and state college, must give life diplomas; next, the state superintendent must endorse life diplomas from other states. By rightly managing these sources you should have 400 or 500 professional diplomas in your state. Get the tide started, and in ten years the majority would have life diplomas. Soon some town would have none but teachers holding life diplomas; this would put the teacher in a better place than he now holds.

What is Florida as a field of teaching? It is not a good one—that is pecuniarily. Quite a number come here seeking a milder climate; the price they can get for teaching is entirely secondary. It is this that brings to the state some of the brightest women teachers to be found on the continent. Some of them are in small towns, or even sparsely settled regions, and thus very excellent school privileges are enjoyed for \$20 per month by the farmers! Yes, it is too bad! But wages are steadily rising. The old time discouragement I found everywhere a few years ago, and which I combated with all my might, has mostly disappeared. Only now, if the educators will lay down a platform and hold to it, they will come out all right.

A. M. K.

Jacksonville.

Subjects for Discussion.

When the programs of the state associations are examined, it will be noticed that the subjects are of the most varied character; they range over the entire ground and a good deal besides. Should this be the case? Is there any limit to the discussions? Are there any appropriate subjects for the teachers of the state to consider when they meet?

It must be considered that the association is not an institute, nor a picnic, nor an educational debating school. Its main object would seem to be the exchange of opinions on educational matters. (1) During the year, out of a thousand teachers, a number have advanced in their conception of education, and are able to communicate this; others are desirous of learning, and are inquirers. (2) There is a general movement forward, which can only be understood by exchanging ideas; this concerns subjects of study and methods. (3) Then there is the need of leadership. Who are educational leaders of the state? This can only be determined by coming together. And this is an important point; a body of men without leadership lacks in power—it is a mob.

These considerations lie more or less latent in the minds of the teachers of a state, but they are there and are seeking expression. These great underlying ideas give form to the meetings, so that they ought to tend to some common form, and so they do.

The following scheme seems to comprehend the type towards which most aim, and which some reach far better than others:

1. A consideration of the subjects appropriate for the courses of study in the school.
2. The great underlying principles of education—the educational creed and the appropriate practice thereof.
3. The teachers and the state.

1. While it may be supposed that the course of study is fixed, yet a little consideration will show that this is changing. At the present time, for example, manual training is being engrafted on the course of study; in the primary school, kindergarten occupations are being added. If we look back, we see the grammar is slowly and regretfully being put on the shelf, and that the study and practice of language is taking its place. Busy-work has now a firm hold, but it was not mentioned ten years ago. Nature studies are now being urged, and in ten years will be adopted in most of the schools of the country. These things show that the course of study must be one of the subjects for consideration. "What shall our pupils study?" will be a proper question at all associations.

2. The foundation principles need exposition, for there are many skilful teachers who are not able to give a

reason for their methods. Indeed the science of education may be almost said to have been lately discovered. As able a teacher as was D. P. Page, his views of the science of education were very far from being clear and precise. He supposed it to consist in the relation of the studies, and in their proper selection.

The discussion by the forty state associations of the principles of education at their meetings in 1892, may possibly be filled with crudities of all sorts, but these discussions must be gone through with. In time the foundation doctrines will be reached. How crudely the first disciples of John Wesley stated the doctrines of Jesus of Nazareth, but they did their best; to-day they have seminaries to train their ministers to a clearer expression. The expression of truth is a matter of time; to state the truth in education will require centuries.

Let the state association meet this need by obtaining the ablest thinkers on education to expound the subject, and let them postpone all addresses on "The Importance of Education." (Let them ask every man who addresses them, as a favor, to say nothing about "the importance of education.") Now it will not be easy to find men who can speak to them helpfully on the science of education—the minister, the lawyer, the doctor, and the politician, usually know no more about it than the teacher does of the science of medicine, law, or politics. There is usually some quiet man in a college who has thought on the subject. Call on him. Under the above subject will come examples of the employment of the principles stated.

3. Debate on the status of the teacher, legally and professionally, should be made a prominent matter. In every association, for fifty years, the teachers have said in effect "they will only employ a man of special knowledge to doctor a horse, but they will employ anybody to teach their children"—they have laughed at the foolishness thus portrayed; have done nothing to stop it; have gone home and forgotten it; have come up the next year and dug up the old conundrum, and laughed at it again.

The teacher if he is anything, is a reformer; he should lay it down as a principle of action, that every evil has a remedy. There is a remedy for this evil of putting in untrained persons to teach; it lies in the hands of the teachers. Let them plan to meet the evil with a remedy.

(The above has been written in reply to an earnest request of an officer of a state association for an outline of subjects appropriate for discussion, and is respectfully submitted.)

The Face and Eyes of it.

By GEO. A. STOCKWELL, Providence, R. I.

There are faces apparently locked, sealed to all inquiry, dark, repellant with a heavy curtain at each eye-window; and there are faces, "open as the day" like the heart of Old Grimes with bulletins of mental working within, hung upon every lineament, and a most welcome light streaming from the windows. But appearances are deceitful often. The face with the most padlocks, may mask the richest treasure, and may, with a little patience, disclose it; while the open, beaming face may invite to worthless contemplation and possession. Usually, however, the mind, although it may err in detail, yet does not fail in generalization.

When we take up a book, paper, or magazine, we scan its face and look into its eyes, if it has any, and are repelled or attracted by what we see. Here is a book, new, and, it is supposed, interesting. After gleaning on the title page for whatever may be disclosed there, we pass to the first chapter, first page, looking askance at the preface, if there be one, invoking a blessing on the writer if there be none, and find that the first paragraph ends at the bottom of the second page. The first glance, the cursory study, of the story is depressing. If the writer can hold his breath so long in the beginning, he must be "blown" before the end be reached; at all

events, the reader "blows him up" at the start.

A writer not yet sole deep in literary success, may say complacently, "All this talk about beginning with a short sentence, and a short paragraph, is merely a copy of the idle phrasing of the perfunctory teacher of rhetoric." Strange is the fact that the man with one foot on the first rung of the ladder, turns to look back with contempt upon early teachers and the simples of mental diet, and becomes a law unto himself. But it is not necessary to go to teachers of rhetoric for authority for a short sentence and a short paragraph at the beginning, aye, for short sentences and paragraphs everywhere. It is the natural way, the American way. Although we may hurry in all doing, yet we get on step by step, little by little, with halting places near each other. We dread the mountains, but do not mind the hillocks. The first paragraph or the first sentence, is the door to the story, and we do not wish to spend half an hour in opening it. And this first paragraph, while it is important, is of no more importance than as an entrance or doorway. It may be ornamental, beautifully elaborated, and yet connected by a hinge only, a word of transition, with the rest of the story. If this two-page paragraph were recited by the author, it would not appear in its present form, but in several paragraphs. How unnatural to read nearly two pages without a break, and, at the same time, to keep the voice up throughout, as it must be owing to another feature not yet referred to, namely, the absence of eyes.

When a human face loses its eyes, its greatest attraction is removed. Beautiful as the features may be the light has gone out of them. The writer of the paragraph in question, uses semicolons in place of periods. Now, the period not only lets the voice down to a full stop, and allows the mind a momentary rest, but also, leads to the illumination of the page, to the putting of eyes in it. After the period comes the little "clear place," or the eye, with the big letter, capital, facing it. The more eyes in a page, the greater the number of aristocratic "caps," the more attractive the face of the page. But in this long paragraph there are no eyes; it is dense, "solid" with words—a little Sahara, if the figure may be changed, with no bright oases in it with a palm (cap) on one side—places where the reader's eye delights to rest, and places, including the palms, that change the page as sunny intervals and trees make the landscape more picturesque.

It is true, however, that the repellant face of the paragraph may hide wondrous beauty within beauty of thought and diction. If such be the case, the reader in his eagerness to possess has no thought of length or of eyes, but it is also true that as entertaining and delightful as it may be, it would be more satisfactory in perusal, easier for the eye, less laborious for the mind if in different form. Semicolons are important members of our literary society, but they should not be allowed to usurp the place of periods. This is a safe rule: Make sentences and paragraphs short, and give the paragraphs eyes.

Who Shall Write Them?

The recent upheaval in educational circles has shown nothing more unmistakably than the fact that college and university professors will no longer have a monopoly of the writing of text-books. The time was when learned and hoary-headed university professors (who had not taught a child in twenty-five years perhaps!) were the only persons deemed competent to prepare the text-books to be used by children, but now some of the most popular text-books are written by the high school teachers, who know from personal contact what is best adapted to their capacity. And strangely enough, too, a recent text-book written by a lady teacher in a city high school has found its way into the colleges and universities. This is one of the hopeful signs of the times, as it shows that we are making progress in the comprehension of what the child can understand. Clearly the great need of the day is more of these common sense text-books by practical teachers.

MORRISON CALDWELL.

The School Room.

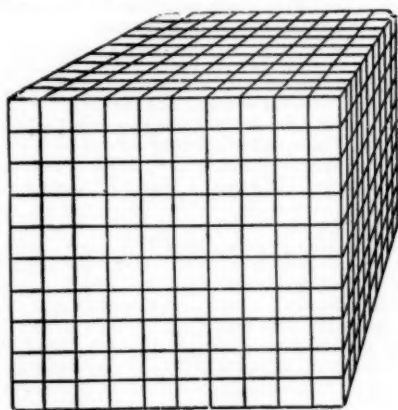
JANUARY 16.—NUMBER AND PEOPLE.
JANUARY 23.—DOING AND ETHICS.
JANUARY 30.—LANGUAGE AND THINGS.
FEBRUARY 6.—EARTH AND SELF.

Decimal Fractions.

By WM. M. GIFFIN, Vice-Principal Cook County Normal School.

Decimal fractions may be taught in such a way as to make them incomprehensible to the child; to have no value, and, in short, to be a burden to him. Or, on the other hand, they may be developed in such manner, as to be real live things to him. The writer is conscious of having taught them in such a dead, mechanical way, as to make him blush to think of it.

He has often asked a whole room full of adults to watch their minds when he spoke a word, in order to tell him afterwards what mental picture was formed when they first heard the word. He has then said, "One hundred and twenty-five thousandths." When asked what picture it caused, he was told by a large majority that it was *period, one, two, five* or .125.



He has also said to the same audience, "I had a *large* apple and gave a little friend this much of it (at the same time writing on the blackboard the following: .4985). How many think my little friend could take it all in at one mouthful?" Again, a large majority thought he could. When questioned further, one thought that it would be a piece about the size of a walnut. Another thought, perhaps, that it would be no larger than a pin head. He then erased the three figures at the right leaving it thus: .4, when for the first time it dawned upon them that it was nearly *half* of a large apple they were going to have a little child takes in at one mouthful. The trouble was that the symbols had been taught in such a way as to cause them simply to arouse a correspondence in consciousness instead of, as they should, arousing an appropriate activity.

When I learned the difference between these two actions of the mind I began searching for a better way to present the subject. That is, my study of psychology caused me to do better teaching, and yet there are those who claim that it is loss of time for a teacher to study the mind he is trying to shape. As well might a lawyer neglect the study of the statute law of his state, or a doctor to ignore his physiology, as for a teacher to know nothing of the mind.

If a teacher will provide herself with a large drawing of a cube, like that shown in our cut, large enough to be seen by the whole class, she can give some very interesting development lessons thus:

What is this? "A picture of a cube." Of what is it composed? "A number of little cubes." Good. And how many layers of little cubes are there? "There are ten layers." Yes, and if we were to remove one of the layers what part of the cube would that be? "One-tenth." If we take two layers? "Two-tenths." If we take three? "Three-tenths," and so on.

What might we say for five-tenths, John? "One-half." Then five-tenths of anything is—? "One-half of it." Good again. Now look at the picture once more. How many rows of little cubes do you see in each layer? "There are ten." And how many layers, Henry? "Ten layers." Then there must be—? "There must be one hundred rows." Right. If we take off one of the rows what part of the cube is that, William? "One, one hundredth." Yes, or we may say one hundredth. 2 rows will be—? Two hundredths. 4 rows will be—? Four hundredths.

Once more look at the picture. Who can tell me how many little cubes there are? "There are one thousand." If one of them is taken what part of the cube is taken? "One thousandth." Two

little cubes? Three? Four? Ten? Twenty? etc. What if we take one layer and one row? "One-tenth and one hundredth." That is right. Let me put it on the blackboard. Many lessons may have been given to reach this point and not too soon, *but just soon enough*, the symbols, .1, .2, .01, .02, .03, .001, .002, etc. may be shown.

See how these look: .1. 01. Let us add these and see what we get. .1+.01=.11. What is it, John? "Why, it is eleven hundredths."

Right; now if I take two layers, two rows and two little cubes, what do I take, George? "Two-tenths, two hundredths, and two thousandths." Yes, I will write this as you say it again: .2, .02, .002.

Who can add and read the answer? "Two hundred twenty-two thousandths. (Many other like questions may be given.)

Now I shall tell you what part I take and you may tell me just what part of the cube is taken:

Teacher.	Pupils.
.1	1 layer.
.2	2 layers.
.02	2 rows.
.22	2 layers 2 rows.
.003	3 little cubes.
.125	1 layer, 2 rows, 5 little cubes.

(The children do not think period, one, two, five, when thus taught, but they think of the cube and the parts of it that are taken.)

If we take one layer what part of the cube do we take? "One-tenth." What part of the layer do we take, May? "One-tenth." Then we take—? "We take one-tenth of one-tenth." And that is what part of the large cube, Henry? "One hundredth." Then one-tenth of one-tenth is—? "One tenth of one-tenth is one hundredth."

Do not mystify the children by telling them that they are doing an example in multiplication when working some such question as this: John had 120 marbles and gave 8 of them to his sister. How many did he give her?

Up to date they have learned that the product is greater than either the multiplier or multiplicand; now it is less. They become mixed, do not understand, and conclude arithmetic is nothing but a puzzle: Something to learn by heart; to do by rule in order to get the answers in the book.

Had we said, John gave $\frac{2}{3}$ of his marbles to his little sister; we would have said that to get the number we must first find $\frac{1}{3}$ of 120 which is 40, and $\frac{2}{3}$ is three thirds or 90. Then why undo all we have done by teaching that, *we multiply as in single numbers and point off as many place in the product as there are decimal places in the multiplier and multiplicand taken together?* No, let us use what we already have; that is, if John gave 8 we will first find $\frac{1}{10}$ (or .1) of 120 which is 12 and 8 are eight twelves, (or if you like and will say so eight times twelve) which is 96.

Again, Thomas has .5 of a cube and gives Willie .5 of what he has. How much of the cube does he give Willie? He gives .5 of .5; .1 of .5 is .05 and .5 is five x five hundredths, or twenty-five hundredths. Not twenty-five books or pencils but *twenty-five hundredths* which is written .25. The child has no trouble in pointing off if we will let him alone.

As said before these are not problems in multiplication or division but a little of each. What then shall we call it? Anything you please that is sensible, say, for example, *partition*, in as much as we find a *part* of the number. I know there are those who do not like the word. Then let them give us a better and the writer will be one of the first to use it. If they cannot give a better, let them on their part use this till they can do so.

The Stereopticon in School. III.

By M. H. Paddock, Jersey City High School.

HOW TO MANAGE THE LANTERN.

For oil, directions are scarcely necessary. Keep the reflector bright by use of chamois skin, the glass free from smoke, the wicks trimmed. It brightens the light to put a small bit of camphor gum about the size of a small hazel nut into the oil.

For gas, do not undertake to attach the lantern directly to the tanks. A piece of apparatus called the key must be interposed. This attaches directly to the tanks, and its use easily regulates the flow of gas. A very excellent one at low price (\$8.50) is manufactured by McAllister, New York, and to be used with single lantern.

Having attached the lantern by the key to the tanks, and having placed a good firm lime in the holder before the jet, be certain that your lime stands exactly vertical before the jet at about $\frac{1}{4}$ to $\frac{1}{2}$ of an inch before the point. When rotated on its vertical axis it must not change its position with reference to the burner. Turn on the hydrogen gas and light it. It is well to let the flame play, around the lime for a few moments to warm it and the glass before the oxygen is turned on. Having quite a blaze of hydrogen on the lime, not enough to make a loud noise or smoke, turn on the

oxygen little by little till the flame comes down on the lime to a brilliant white.

The luminous portion of the lime must be exactly centrally placed before the lens, otherwise portions of the screen will be dark. Also dark portions will be seen if the lime is too far away from or too near the condenser. Having focused the light upon the screen, and placed the lime centrally before the lens, move the jet carefully backward and forward till the best effect is produced. Generally the lime should stand about one and one-half inches from the condenser.

If you have a double lantern, proceed in similar manner; use a double, or high pressure dissolving key, by means of a lever turning the gas from one lantern to the other.

Never leave the hydrogen flame small when you turn on the oxygen. Turn on nearly as much hydrogen as you intend to use first. Then turn on the oxygen. Otherwise the flame will snap down into the jet. If this happens, the gas must be turned off at once and you must begin again.

With a good jet attachment for ordinary class-room use, no noise of the burning gas need be heard. In a large hall the lantern should be pushed and a sputtering sound may be heard which does no harm. Many persons imagine there is danger if a lantern whistles or snaps out. There is really no more danger than in the simmering of a kettle over the fire.

To increase the light, increase first the hydrogen. The flame becomes a little smoky. Then increase the oxygen. Again a more brilliant white. Too much oxygen makes a whistling noise and less light. Too much hydrogen an explosive sputtering and smoke.

The operator should accustom himself to regulate the light, not by looking at the lime, as that dazzles the eye, but by looking at the screen. Following the directions above, note when the screen is most brilliant.

THE LIME.

A firm, hard smooth lime should be selected. Others are liable to pit and break. The lime-holder is fitted to be turned, raised or lowered. The careful operator will turn the lime just a little, about twice in five minutes to expose a fresh surface. When neglected the gas makes a deep pit in the lime which may throw the flame back so as even to touch the lens and break it. Such a pit in the lime will cause the flame to smoke a little, and the appearance on the screen is a warning, if you have forgotten the lime. A good lime after use has still a firm look and may be slightly fused; a poor lime is ready to fall into pieces. A long lime is preferred, as it can be used at different times till its entire surface is exhausted.

A draft of air should not be allowed to strike the lantern while hot. A wave of cold air can break a hot lens like a dash of water. Warm the lantern somewhat slowly in beginning; cover the instrument over with a cloth when through, allowing it to cool slowly so as not to deteriorate the anneal of the lenses.

THE KEY.

One of the most difficult attachments of the lantern to procure in good order is the key. If there is a chance for gas to escape through some crevice it will find the place. The key can be tested with a match for gas escaping into the air.

If your flame snaps while in use, this may be evidence that the pressure of your oxygen at the burner is too great for the hydrogen. Turn down oxygen, or turn on hydrogen at the tank; or your burner may be a poor one. If it snaps while you are turning down both gases by the lever of your key, it means that the oxygen plug or valve leaks oxygen, after the oxygen is supposed to be turned off. This is certain to be the fault, if, when using two lanterns, one snaps out while the gas is being turned from it to the other lantern. Your faulty key will have to be exchanged.

In fact, it would be well in purchasing a key to use it a month or two on trial. Even a faulty key when oiled on its bearing surfaces will seem to be perfect while the oil lasts. Use the key till you are sure it is perfect before paying for it. I prefer a key with needle valves, and select one with considerable weight to give broad bearing surfaces.

THE SCHOOL JOURNAL, published by E. L. Kellogg & Co. has appeared in a new and more attractive form. The pages have been reduced in size and increased in number, giving an increased amount of the interesting reading matter for which this educational journal is justly noted. The publishers have made a new and highly successful departure by the publication of a primary issue of THE SCHOOL JOURNAL once a month. Primary teachers will be delighted with the abundance of good things contained in these special issues, and we are not surprised to hear of numerous accessions to the subscription list of THE JOURNAL as the result of this innovation. The publishers have done a vast amount of work to encourage the reading of educational papers and books, and deserve the success they are achieving.—*Pacific Educational Journal*.

Customs and Duties.

By MARY R. DAVIS, Springfield, Mass.

EIGHTH GRADE.

1. What do you understand by customs and duties? Is there any difference between a custom and a duty? Define each.

2. Where are the duties collected? Who decides what places shall be "ports-of-entry"? Under what circumstances may the people demand one? Why do we have any inland ports-of-entry? How are goods handled and sent from a sea-port to an inland port-of-entry?

3. By whom are the duties collected? Who pays the duty on imported goods, the one who sends or the one who receives the goods?

4. How does the customs officer know how much to collect on each article imported? What is the list called upon which each article and its duty is placed? By whom is the tariff determined? Does the customs officer collect duties on *all* imported goods? Why not? Name some articles that are admitted free. Name some on which duties are collected. Is it of any advantage to the citizens to have some goods admitted free? Why?

5. Of what advantage is the tariff to us or the government?

6. Kinds of duty. 1. Name. 2. Define each. Which is better for cheating? Why?

7. Can ships land their goods anywhere on the coast? What prevents it? (Revenue-cutters; coast-guards.)

Name five Atlantic ports of entry, one Gulf port, one Pacific, two Mediterranean ports, two on western coast of Europe, two on British Isles, and five of Asia and Japan. Name some inland ports-of-entry. Tell what you know of our own.

8. What do we call the crime of bringing goods, on which there is a duty, into a country without paying it? How is it punished?

9. Internal revenue. What is it? What does an internal revenue stamp show? Where is it placed? What is the law in regard to it and its being destroyed? Who collects the internal revenues?

What does a postage stamp show? (It is a receipt showing that two cents has been paid to the U. S. government for the privilege of sending a letter.) How are letters stamped when sent to foreign countries? Can I use a Canadian stamp in sending a letter to Canada? Why not?

10. Where is all this money sent? In what form? What department receives it? Who has charge of this department?

11. From what other sources does the U. S. treasury receive revenues? Does one man have charge of it all? How does it keep an accurate record so that money received from one department is kept from that received from another?

12. What does the U. S. treasury do with all this money? Name some of its expenditures.

13. About what were the total receipts of revenues in 1890, according to Sec. Windom's report?

What were the total expenditures? Was there a surplus in the treasury? Is our government self-supporting?

14. In U. S. history, where and when do we first learn of customs and duties? Were they of advantage to the colonies? What country and government did they help?

(The teacher commenced this subject by quizzing and questioning her class until a lively interest was excited and the pupils were sent to the cyclopedia, to parents, and to business men for information. There had been no lesson previously assigned, but the questions were intended to arouse the interest of the class in the subject.)

The arithmetic was then taken and two or three problems read with questions like these:—

Do you see anything new? "Yes," a few new words "or terms." Let us find out what they mean. (The definition of each is read silently from the arithmetic and dictionary, and pupil gives it in own language.) Let us look at the figure work; state all the facts. Is there anything new? No, there is nothing new in the figure work; you see we have only to read and study up the language part of the subject. Let us see who will bring into the class the most and the best information on customs and duties.

(A few topics were then placed on the blackboard, and recited from each day until the entire subject had been fully and freely discussed. Each pupil was given a card (furnished by our superintendent) upon which was printed the statement taken from Secretary Windom's official report, for 1890, of the revenues and expenditures of the national government. This was generally discussed. Each pupil was now required to write an essay on customs and duties taking the time of the regular language and arithmetic hour for that day. Below are two essays of pupils belonging to eighth grade, and though all statements may not be quite clear, they have a clearer idea of the subject than can be given with the old methods of instruction:—)

CUSTOMS AND DUTIES.

Customs are goods, that are brought from one country to another or from different parts of the same country, on which duty is charged. A duty is a tax levied by the government on incoming or imported goods. They are collected by officers called custom officers at custom houses which are in every place, made by the government, a port of entry.

Many try to elude this tax and such people are called smugglers, and commit a State's Prison offense, but these people are looked after by the revenue officers in revenue cutters which are all the time coasting about all the sea-ports and along the coast.

This duty is regulated by a list called the tariff which every custom officer must have.

Inland ports of entry are a great help to importers because the goods do not have to stop at the crowded custom houses like Boston and New York, but are sent directly to the inland ports of entry in sealed cars. The money is collected by the agent in charge of the custom house. Custom houses are owned by the government by whom they are built. The custom house agents are appointed by the President, and their business is to collect the revenues and take care of smuggled goods; they are paid for their service by the government.

The amount of duty on each article is determined by a committee taken from the Senate and the House of Representatives, which look up all the articles and determine the rate of duty. This list is called the tariff.

The advantage which this gives to us or the government is that it helps to support the latter and protects our American manufactures. It prevents foreign goods from flooding the market and making American goods unsalable; but as America is a good market the English still send their goods here, though not so much as at first; and, as the high tariff means money for the government, they will keep it up.

There has been a great deal said about what was called the "McKinley Bill." It was formed to make what is called a "Protective Tariff." This has been done because the importers of America can buy their material of English manufacturers cheaper than in our own country, because the English can hire their help cheaper than we can here so we put a high tariff or duty on these English manufactures so that, with the tariff and the invoice price the whole would amount to such a sum, so that the importers could buy their material cheaper here than in England; and it will make many more manufacturing spring up here that the price of the material will be greatly reduced.

The two different kinds of duty are specific and ad valorem; specific is what is charged on the weight of the article, and ad valorem is a certain per cent. on the invoice price or cost; specific is the best for cheating because one can cheat on weight. It is against the law for vessels to land their goods anywhere except at a port of entry.

The reason of this is that they might land goods which, if they had been sent to a custom house, might have had to pay a large duty.

The goods are sealed and put on the cars by custom house officials and sent directly to the owner after they have been examined.

The crime of bringing goods into the country without paying duty is called smuggling. The punishment is a fine and seizure of goods, or imprisonment.

Five Atlantic sea-ports of the United States are Boston, New York, Baltimore, Portland and Charleston.

New Orleans is a Gulf port, San Francisco is a Pacific port, and Marseilles and Constantinople are Mediterranean ports.

Glasgow and Liverpool are British ports.

Some inland ports of entry are Chicago, Denver, Minneapolis, Albany, and Springfield.

Our own is located in the Post Office, the office being in the first story while the goods are stored in the basement. Mr. Haines is the presiding agent. Internal revenue is a tax levied by the government on liquors, tobacco, perfumery, and some other articles.

An internal revenue stamp is a receipt from the government showing that the manufacturer has paid for the right to manufacture and sell his goods.

The law in regard to the destroying of these stamps is that they must be wholly destroyed. A postage stamp shows that you have paid for the right to send a letter from one place to another throughout the United States.

The agent that collects the internal revenue is called a commissioner of internal revenue; is in the treasury department and his subordinates are sent all over the United States. The money must all be sent to the treasury department in either gold or silver, no bills or checks being allowed. The total receipts for 1890 were about \$468,000,000.

In United States history we first learned of duty when the Navigation Acts were passed, though these were not to help the colonies but to help England.

Springfield, Mass. GILES BLAGUE, Grade VIII. Age 15.

PROBLEMS IN DUTIES.

What is the amount of a specific duty of 45 cents a yard, and an ad valorem duty of 20% on 8500 yards of French broadcloth invoiced at \$3.75 a yard? What must the merchant mark his goods per yard in order to make 25%?

8500 = Number of yds. imported.

\$3.75 = Invoice price per yd.

\$.45 per yd. = Specific duty.

20% or $\frac{1}{5}$ of cost = Ad valorem duty.

25% or $\frac{1}{4}$ of cost = What the importer wishes to gain.

\$3.75 \times 8500 = \$31,875 = Invoice cost of goods.

\$.45 \times 8500 = \$3,825 = The specific duty.

20% or $\frac{1}{5}$ of \$31,875 = \$6,375 = Ad valorem duty.

\$3,825 + \$6,375 = \$10,200 = Specific and ad valorem duties.

\$31,875 + \$10,200 = \$42,075 = Entire cost to importer.

\$42,075 \div 8500 = \$4.95 = Cost per yard.

25% or $\frac{1}{4}$ of \$4.95 = \$1.2375 = What the importer wishes to gain.

\$4.95 + \$1.2375 = \$6.1875 = Importer's marked price.

MATTIE WHITE, Grade VIII. Aged 13 years.

Springfield, Mass.

CUSTOMS AND DUTIES.

Customs are the goods that are imported, and duties are a tax paid for the privilege of landing them.

The ports of entry are places where goods are landed or shipped. The duties are collected by custom officers.

The custom houses are houses where goods are landed and are owned by the country in which they are situated.

The custom officers are appointed and paid by the government, and their business is to see that no goods are brought into this country from another without paying a duty if they are in the list.

The way they know how much to charge is by looking on a list or tariff, showing what per cent. to charge on certain dollars worth of goods.

The list on which each article and its duty is placed is called the tariff. The advantage this tariff is to us and the government, is protection and revenue.

There are two kinds of duty, ad valorem and specific duties; the specific duty is the best for cheating. Ships cannot land their goods anywhere on the coast, only at ports of entry, because it would be smuggling as they would not have to pay a duty, and smuggling is punished by seizure of goods, fines, and imprisonment.

Springfield, Mass., Hartford, Conn., Chicago, Ill., St. Louis, Mo., and St. Paul, Minn., are inland ports of entry.

Internal revenue is a tax paid by a person for the privilege of manufacturing and selling liquors, tobaccos, and many other articles.

An internal revenue stamp shows that you have paid for the privilege of manufacturing the liquor or tobacco.

Postage stamps are receipts showing that you have paid for the privilege of sending letters through the U. S. mail.

The commissioner of internal revenue has subordinates that he sends all over the United States to collect this revenue and enforce internal revenue laws. The money which they collect is placed in the U. S. Treasury.

The United States receives other revenues from sales of Indian and government lands, tax on seal skins, etc. The U. S. Treasury pays some of it out for all expenditures of the government.

The total receipts for revenue during 1890 were about \$464,000,000, and the total expenditures about \$359,000,000, showing a surplus in the treasury and that

our government is self-supporting. We first read of duties in the navigation acts in the Virginia colony.

They were of no advantage to the colonies, but were a source of revenue to England.

Springfield, Mass.

WILLIE N. KEOGH, Grade VIII. Age 12.

To 10,000 in a Year.

SUPERINTENDENT GREENWOOD ANSWERED.

Editor SCHOOL JOURNAL:

When an obscure or unknown individual expresses a false opinion it is of but little consequence, but when one who is an accepted authority and a leader of thought says that which is unfair or illogical, he should be corrected at once. Among the contributors to THE JOURNAL, no one stands higher than Supt. Greenwood, of Kansas City, for he speaks forcibly and fearlessly, and generally carries your readers with him. I was surprised therefore on reading not very long ago an article by him on arithmetic teaching—"To 10,000 in a year." The following sentences will suggest the hue of the paper. "How long will it take the child to learn from 0 to 9? Should it take more than a day for this job, even if it be let by the contract? . . . I can take a class of average children of the age mentioned (5 years), and I will give no more time to numbers than I give to other subjects proportionally, and in one year's time they will write numbers correctly to 10,000; add columns of figures up to 100, like a streak of greased lightning; subtract, multiply by three or four figures, and divide numbers by any one of the nine digits and not hurt or tire or strain their thinkers the least bit. Try it." Now, Mr. Editor, I have tried this, and I know it can be done after a fashion, and yet I am not prepared to say that the children know numbers up to 10,000; in fact, I am persuaded that they know nothing of the kind. For the child who can calculate to 10,000 does not by any means know numbers to 10,000. The teaching of arithmetic involves vastly more than teaching how to calculate readily and accurately. If we consider any ordinary problem in arithmetic, we will find that the difficulties in the way of solution are likely to be:

(1) A difficulty in understanding the problem, owing to inability to understand language.

(2) A difficulty in reasoning or imagination.

(3) A difficulty in expression of thought.

(4) A difficulty in calculation.

(5) A difficulty in arithmetical terms and symbols.

Now is Mr. Greenwood prepared to say that in one year his pupils can not only add, subtract, multiply, and divide numbers to 10,000, but can solve even all the simple problems that involve these numbers, and express the results in proper form?

No doubt it is possible to confine the study of arithmetic to simple calculation, and to accomplish marvelous results in a year; it is also possible to almost neglect calculation, and to devote attention principally to cultivation of language power, development of reason. There are a dozen plans that may be adopted, and it is very dangerous to say that any particular plan is the best. For my own part I am convinced that the worst plan of all is that advocated by Mr. Greenwood of paying attention to calculation alone during the first year. The teacher who requires his pupils to solve simple one-step questions, and to express the results in proper form, is doing just as much as he who is teaching them the "greased lightning" process. The reason why children are employed during the first year in dealing with numbers from 1 to 10 or 1 to 100, is not because they cannot perform calculations with numbers higher than this, but because they have more to do than simply calculate. I heartily agree with Mr. Greenwood in his condemnation of the too great use of objects, but even when we use objects wisely, and for the purpose of illustration, it is possible to make a great error through being too narrow in our conception of what is involved in arithmetic teaching. I would suggest as work for the first period of school life the following:

1. *Calculation.*—Teaching pupils to know numbers up to say 20, in their relation to all smaller numbers. This involves all the combinations and separations of numbers up to 20.

2. *Language.*—Teaching pupils to solve problems involving numbers to 20, and to express the results in proper form. Teaching them to make problems. Teaching them to word problems in as many ways as possible.

3. *Reasoning.*—Solution of one-step and two-step problems. Hundreds of forms of these may be given, each requiring from the pupil, a different form of mental activity.

4. *Symbols and Terms.*—Teaching how to read and write numbers to 20; to express results in arithmetical language; to use the terms of reduction table such as week, month, pint, quart, foot, yard.

It will be conceded that the least difficulty here is that of calculation. Moreover, when a child can do all that is laid down, he will be further advanced than the pupil who can calculate to 10,000, for he has to some extent mastered all the difficulties of the subject. I do not know how long it will take a pupil to do that which I have indicated. It may be six months and it may be two years. Children differ in their capabilities. In our country we are satisfied if they do it in a year.

MANITOBA.

Supplementary.

A Flag Drill.

(Suitable for Washington's Birthday.)



DIRECTIONS.—Twelve pupils at least are necessary for the following drill; twenty-four or thirty-six would add to its effectiveness. Skirts and waists of all should be white, bodice, and sash of one-third of class red, one-third white, and one-third blue; all wear slippers and stockings to match color of dress. Size of flags, 8 by 12. Flag-staffs should be long and slender. Position of flag in marching, in front of right shoulder. Music, a lively march.

Fig. 1. Enter half the class from one side and half from the other, the leader on each side wearing red, the second ones white, the third blue, and so on. Those from opposite sides meet at center of back part of stage, march forward in couples to front part, separate, and return to back of stage. Repeat. (Caution; turn square corners.)

Fig. 2. Partners meet at back of stage (one line changes flags from right to left side); partners cross flags; march to front; separate; return to back. Repeat. In repeating, march only to corners at the back of stage, instead of middle back.

Fig. 3. March from corners to center of stage, turn and march to front corners. Repeat.

Fig. 4. Return to back part of stage, march forward in four lines, moving in wavy lines. Repeat.

Fig. 5. Each line form in tric, red, white, and blue, cross flags, turn twice in a circle. Reverse, holding flags in left hands.

Fig. 6. Four lines advance, form a single line; line No. 1 at the left leading, marches until the front left hand corner is reached; line No. 2 halts at front right hand corner; line No. 3 back right hand corner; line No. 4 back left hand corner. All march towards center, the four lines forming the diagonals of a square; keep perfectly straight lines; march around the center, preserving this order. Reverse, face, and march in opposite directions.

Fig. 7. Lines 1 and 2, and 3 and 4 exchange places, passing each other in center of stage. Line No. 1 marches across front of stage to left hand corner, where line No. 2 falls into line; at back left hand corner, line No. 3 falls into line; at back right hand corner, line No. 4. March in single file around the stage, form in four lines, partners facing each other.

Fig. 8. Partners march toward each other, meet, touch tops of flags, forming an arch, turn as if to pass under arch formed, return to places. Repeat.

Fig. 9. Lines march, cross over. Nos. 1 and 4 meet in center of stage, touch tops of flags, return to places. Lines 2 and 3 meet in same manner. Lines cross again, 1 and 4 meet, then 2 and 3; the last time 2 and 3 remain in their places.

Fig. 10. Raise flags. Lines 1 and 2 and 3 and 4 march in circles towards the right. Reverse.

Fig. 11. The following is a figure from the Virginia Reel. Have lines, and pupils in each line, as far apart as possible. Leaders in each set meet, cross flags, swing, or rather march, once and a half around; each leader then crosses flags with the second one on opposite side, swings, then crosses flags with partner, swings, and so on until the leaders have crossed flags with every one in the line. To make it still more effective, after the leaders have reached the third ones in the lines, let the second ones, standing now at the head, march in the same way. Then the third ones follow, and so on, until all the flags are in motion.

Fig. 12. Leading couples march outside of lines, others follow, return to places, all arch flags.

Fig. 13. Leaders in both sets march through under arch, meet at back part of stage, advance four abreast; others follow in same order. Thus four red ones will march to the front, then four white, then four blue. This entire set (12) pass to the right; the next set pass to the left. The two meet at back, and march forward eight abreast; halt, and separate so that the three colors may be seen. Song. "Nobly our Flag."

Music changes to a succession of chords. The striking of a new chord is the signal for a change of attitude.

Chord 1. All hold flags in front of right shoulder.

Chord 2. Change to left

Chord 3. Change back to right.

Chord 4. Hold flags as if taking aim.

Chord 5. Fire—a quick movement forward of flags.

Chord 6. Flags in first position.

Chord 7. Charge—a sudden rush forward, body bent, flags held like bayonets.

Chords 8, 9, 10. Retreat. Take three steps back slowly, flags held in same position as in No. 7.

Chord 11. Repeat 7.

Chords 12, 13, 14. Repeat 8, 9, 10.

Chord 15. Surrender. Lay down flags.

Chord 16. Recover. Pick up flags quickly.

Chord 17. Victory. Wave joyously.

Chord 18. Hold in front of right shoulder.

MARCHING SONG. "Rally Round the Flag, Boys."

All march, to the song, in single file, arranged in the order red, white, blue. Leader march to center of stage, halt, two others stop behind her; then three behind these two, then four, and so on until the entire class is arranged in the form of a triangle. All sing "Star Spangled Banner." As the chorus is sung all wave flags.

—Selected.

Wanted.

(Recitation for third year children.)

There's a junior partner wanted
By Will Succeed & Co.,
Who do a rushing business
Way up in Fortune Row.

I've seen their advertisement—
"No capital required;"
But boys with pluck and courage
Are just the kind desired.

They want a boy who has no fear
Of steady, plodding work;
Who does not wait for luck or fate,
Who scorns a task to shirk.

Who slowly, surely digs his way
Through problems hard a score,
And still has grit and courage left
To try as many more.

Who takes each school-time lesson
And makes it all his own;
Thus laying up his future
On good foundation stone.

Who does not wait for help to come
From fairy, witch, or elf,
But laying hold on Fortune's wheel
Turns it around himself.

And if it grinds and will not move
With all his care and toil,
He rubs each shaft and gearing well
With "Perseverance oil."

Who knows that luck is but a myth,
And faith is but a name;
That plod and push and patience
At last will win the game.

And lads like this are just the kind,
For Will Succeed & Co.,
Who are wanting junior partners
Way up on Fortune Row.

—Selected.

How to Speak a Piece.

By RUTH DAVENPORT.

(Recitation by a little boy in primary school.)

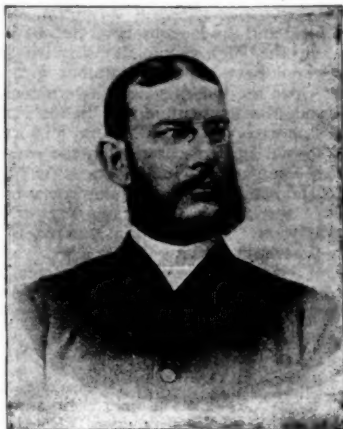
I am not here to make a speech;
I only thought I'd like to teach
Those little boys who feel so grand
When they get up here on this stand
Some things they ought to know.

My sister goes to grammar school
And so, of course, she knows the rule
Just how to stand and how to bow;
Just as you see me doing now
Of course boys ought to know.

She told me how to emphasize
Perhaps as they're not very wise
What that means they would like to know
It means to speak some words just so.
And, now, I think they'll know.

If not when I have learned my piece
(Part of Lord Byron's "Lines to Greece"),
And pay attention to the rules
Of speaking taught in grammar schools
Then they will surely know.

The Educational Field.



Harry Thurston Peck.

Prof. Peck, Ph. D., L. H. D., of Columbia college, was born in Stamford, Conn. in 1856. He early developed a strong literary taste, which, with a great capacity for rapid and sustained work, brought him high honors in his course at Columbia, where he graduated in 1881. He was at once appointed a Fellow, and soon became instructor in Latin and lecturer on biblical Hebrew. In 1886, Dr. Peck was placed in charge of the department of Latin, and discharged his duties so acceptably that in 1888 he was elected to his present position of professor of the Latin language and literature.

He is a member of the American Philological, Oriental, and Folk-Lore societies, and of various other learned bodies. He is a rapid and prolific worker, having published since 1885, besides numerous papers, essays, and reviews, the *Semitic Theory of Creation*; an annotated edition of *Suetonius*, a handbook of Latin pronunciation, and a *History of the Latin Language*. During these years he also edited a series of college texts in collaboration with Prof. Pease, and in addition to his labors on the *International Cyclopaedia*, as Editor-in-chief, is engaged upon a new and enlarged edition of *Harper's Dictionary of Classical Literature and Antiquities*, and is Editor-in-chief of the newly established *University Bulletin* the official organ of the schools of Columbia college.

Prof. Peck is a thorough Latinist, and an enthusiastic and successful teacher, but he brings to his work much more than a knowledge of his specialty. He is a wide reader, and possesses in a high degree the power of absorption and retention. It is a matter of remark among those in contact with him that this power enables him at once to supply information on the most varied topics or to direct the questioner to the literature of the subject. In a word, he is a broad and exact scholar, with a rare power of putting his acquisitions to use.

In addition to his other natural gifts, Dr. Peck possesses so much literary power that regret has often been expressed by his friends that he has not devoted himself exclusively to literary production. His English style is elegant and forcible, abounding in quaint and pregnant turns of speech and his imagination is fertile and original.

During his college course, the *Acta Columbiana*, under his management, reached a degree of excellence attained by no other college paper. Some of his contributions at that time were of such a character as to justify the criticism of Dr. Nairne, professor of English literature: "These are not verses, they are poems." Selections from his poetical writings may be found in Vol. XI., of the *Library of American Literature*, and it is expected that before long a volume of his principal poems will be published.

The proportion of illiterate people in the different countries of Europe may be seen from the following statistics, which have been taken by the very exact method in vogue there. Among every 1,000 recruits there are in Sweden 3 illiterate; in Denmark, 4; in Germany, 6 (on account of the large number illiterate in the eastern provinces of Prussia); in Switzerland, 13; in Great Britain, 80; in Holland, 85; in France, 104; in Belgium, 160; in Austria, 250; in Greece and Spain, each 400; in Italy, 464; in Russia, 718; in Serbia, 793. This will show the difference between the purely Germanic nations on the one hand and the Romaic and Slavonic on the other.

Indiana.

The Indiana State Teachers' Association met at Indianapolis, Dec. 29-30. In the absence of Pres. W. W. Parsons Prof. Adair, of Hanover college, presided. Prof. Enoch A. Bryan, of Vincennes university, delivered his annual address. He discussed the perplexing question of higher or secondary education, arguing and reasoning, with much force and fairness, the problem from all points of attack and defence. A paper was read by Howland Sandison, of the state normal, on "Educational Value of Subjects."

Prof. W. W. Grant also gave a paper on "Educational Value of Subjects in Different Phases of their Development." These papers were thoroughly discussed. Miss Mary A. Blood, of the Columbia school of oratory of Chicago, made "A Plea for the Study of Expression in the Public Schools." She believed in teaching the emotions in schools and inculcating sentiment of the high moral order.

In the *High School Section*, H. W. Monical, of Princeton, spoke on "Electives in High School." Miss Emily W. Peakes, of Terre Haute, presented the subject of "Reading and Literature." She said that the schools fail to give the child the ability to read early and well; that a child should be a good reader at the age of ten. She thought that such books as Whittier and Lowell's "Vision of Sir Launfal" should be an important part of the school curriculum. Prof. P. V. Vorie, of Hagerstown, and M. E. Crewell, of Indianapolis, gave two lively technical papers on school matters which called forth discussion.

In the *School Officers' Section*, the matter of the Educational Exhibit from Indiana in 1893 was considered. Supt. W. N. Hailmann, of La Porte, who is the commissioner on the educational display, gave the general plan of the exhibit.

In the *Village and Country School Section*, W. C. Goble presented a paper on "Systematic Instruction." He made an earnest appeal to the district school teachers to remedy the defects in the present system of their schools. Christian Danielson, of Bloomfield, advocated "Written Examinations." The paper was discussed and a general conclusion reached that it was a better plan than the old verbal method of asking and answering questions. Miss Alice Harper read a paper on "School Discipline."

In the *Mathematical Section*, committees were appointed to bring about a unity of ideas and work on this subject between the high schools and colleges.

The largest of all the sectional meetings was the *County Superintendents' session*. The subjects discussed were: "The Best Method of Securing Books for the Young People's Reading Circles" and "Bi-monthly Examinations." Other papers were read on "The Best Method of Conducting Graduating Exercises," "The World's Fair Educational Penny Collection," and "Best Methods of Securing a State Course of Study for the District Schools."

In the general session of the closing day, Prof. R. G. Boone, professor of pedagogy in the State university, presented a paper on "The End Toward which the Work in Each Grade Tends." Prof. D. K. Goss, of Leland Stanford, Jr., university, read a paper on "Recent Tendencies in Teaching History." This paper was discussed by Supt. Ayres, of Lafayette, Supt. Annie L. Trafellette, of Vevay, Supt. Carr, of Anderson, Prof. Kemp, of the State normal school, and Prin. Leonard of Elkhart. At the closing session, Supt. Hailmann, of La Porte, presented a paper on the "Indiana Educational League." State Superintendent Vories discussed "The Claims and Objects of the National Educational Association."

Among the resolutions offered was one expressing a belief in the school savings bank as an efficient agent for doing a great good in the schools of the state. The meeting was full of interest, and there were abundant indications of a wide-awake progressiveness in educational work in Indiana.

Illinois.

The thirty-eighth annual meeting of the Illinois State Teachers' Association, met at Springfield, Dec. 28-31. President Alfred Kirk, of Chicago, delivered his annual address and reviewed the history and development of education. E. A. Gastman, of Decatur, spoke on the subject, "Superintendent Thirty Years—Looking Backward." In the treatment of the subject of "Psychology and Education," Prof. John Hull, of Carbondale, and John W. Henninger, of Charlestown, presented papers. Mrs. Ella F. Young, assistant superintendent of the Chicago public schools, read a paper upon "The Foundation of Morals," in which she said that the foundation of morals is laid by the right training of the intellect, and that the heights to which the soul may soar are attained only when the intellect has been so developed that self may be lost in the contemplation of the attribute of perfect spirit. Prof. J. W. Cook, of Normal, George W. Shawhan, of Champaign, and Prof. Levi Seeley, of Lake Forest, took part in this discussion.

State Superintendent of Public Instruction, Hon. Henry Raab, spoke on "The Annual County Institute." Rev. William Jenkins, of Mendota, and Prof. David Felmley, of Normal, treated the same subject in its different phases. City Superintendent A. G. Lane, of Chicago, and J. N. Patrick of St. Louis, also joined in this discussion.

At the evening sessions, Dr. Henry Wade Rogers, president of the Northwestern university, at Evanston, delivered an address on "University Extension," and President Harper, of Chicago university, also addressed the association, on "University Work for Teachers."

"Mathematics in the High School," was the subject of papers by A. C. Butler, of Taylorville, E. M. Van Petten, of Joliet, and A. W. Beasley, of Peoria. "Inductive Geometry Experiment at Englewood," called out Superintendent O. T. Bright, of Chicago. Papers on the "Aims and Methods of Language Instruction," in French, German, and the Classics were read by Miss Lea De Lagneau, of Ottawa, Miss S. Alice Judd, of Chicago, and Edward Manley, of Bloomington.

Principals' Section.—The subjects of the "Unification and Consolidation of Courses of Study," in the primary and grammar grades, and in the high school were taken up by Lottie E. Jones, of Danville; J. S. Holaday, of Tolono, and C. W. Groves, of Kankakee. Discussion followed by J. E. Armstrong, and A. O. Coddington, of Chicago. Papers were read by Geo. L. Guy, of Chester; C. H. Kammann, of Peoria, and J. W. Brosins, of Abingdon, on the "Supervision of Schools." "National and State, Municipal and County, in Relation to the Teacher and to the Pupil." L. J. Block, of Chicago, J. W. Hays, of Urbana, and Homer Bevans, of Englewood, participated in the discussion.

Primary Section.—Edwin C. Hewett, of Normal, read a paper on "Waste" and M. Moore, of Beardstown, on "Concentration" in "Primary Instruction." Ann C. Anderson, of Carbondale, Minnie Jones, of Carrolltown, Ella F. Armstrong, of Cairo, and Josephine Randolph, of Aurora, joined in the discussion. A paper on "Form and Color, in Education" was given by Josephine C. Locke, of Chicago, which was discussed by Bonnie Snow, of Batavia, Catherine Jack, of Springfield, and Mary E. Sisson, of Peoria.

College Section.—After the president's address by Rev. E. A. Tanner, D.D., of Illinois college, of Jacksonville, Prof. Lewis Stewart, of Lake Forest university, talked on "University Extension," and Prof. R. O. Graham, of Illinois university, presented the subject of "Science in Preparatory Schools and Colleges."

County Superintendents' Section.—"The Proper care of the School Funds," and the "County Superintendents' Visitation," were the subjects considered. The speakers were Assistant State Superintendent James W. Kirk, Hester M. Smith, Perry O. Stiver, and Henry A. Foster. The discussions were of the Round-Table order.

Science Teachers' Section.—There were not enough teachers present to carry out the program.

The subject of the educational exhibit at the World's fair occupied considerable attention during the early part of the meeting. A general disappointment was manifested that the state commissioners had allotted but \$30,000 for the exhibit, and that the model school building which they had originally intended to erect at the fair had been prohibited, the national commission having ruled that no small buildings should be erected upon the grounds.

Kansas.

The 29th annual session of teachers of the state of Kansas convened at Topeka, December 29-31.

County Supt. D. S. Pence, gave the annual address. He said: "Three things should be kept in mind. First, the child as he is, with all his graces and faults; second, the ideal person, which through correct training he may become; third, the means for transforming the undeveloped or faulty child into the ideal person. He must teach the coming citizen to stand erect, physically and morally, and look the world square in the face. When this is accomplished, his education is more than half completed."

Discussion of "The Attitude of the Periodical Press Toward the Public School," was led by L. H. Bristol, Tribune, and J. Edward Banta, Hiawatha.

"The Developing Aim, vs. Utilitarian Aim in Education," was the subject of a paper by D. R. Boyd, Arkansas City. The topic of "Professional Teachers, State and Normal Schools, and City Training Schools" was treated by Miss M. Sophie Barry, of Leavenworth. "Temperance in Our Public Schools" was the theme of an address given by Mrs. Frances Lieter, of Mansfield, Ohio, who treated the subject from a scientific standpoint.

Inspector James L. Hughes, of Toronto, Can., spoke in the evening on "The Schools and Schoolmasters of Dickens," which was said to be one of the most enjoyable addresses ever delivered before Kansas teachers. Miss M. Louise Jones, of Emporia, gave a paper on "The Student and His Books." H. C. Minnich, Hutchinson, discussed, "A Few Educational Needs." J. T. Lovewell, Topeka, took up the subject of "Patriotism in the Public Schools."

In the Primary and Kindergarten Department, the subjects of "Inspiration in Primary Work," "Primary Teaching, Morals and Manners," "Is the Kindergarten Able to Assist the Primary Work?" were considered.

In the Common and Graded School Department, "The True Order of Studies," "Grammar and the Teaching of Grammar,"

"How Shall We Teach Pupils Correct Methods of Study," "The Value of Psychology to the Common School Teacher," "The Value of Literary Culture to the Public School Teacher," "Promotion and What Shall be the Basis of Promotion in the Graded School," were the subjects.

In the College and High School Department, papers were read on "The Ideal and the Real in High School Work," "English Literature in the High School," "Why Do So Many Boys Drop Out of School Between the Grammar Grade and Commencement?" "Open the Door," "Self Government, Its Relation to the Control and Management of the School," "The Educational Value of Laboratory Work in Natural History."

There was a formal flag presentation in the evening, by F. H. Clark, of the flag committee. He announced that Russell county was entitled to the banner for the coming year, having enrolled eighty-nine out of seventy-five teachers or 117 per cent. Greenwood county was second in the race as 120 out of 127 teachers employed were present in the city.

A good deal of interesting discussion took place at this meeting with regard to the World's Fair plans. The details were arranged and everything about the management put in systematic order.

Wisconsin.

The State Teachers' Association held their annual session at Madison, Dec. 28-30. State Superintendent A. S. Draper, of New York, gave the opening address to a large and enthusiastic audience. In enumerating the infinite variety of educational instrumentalities he included example, experience, and a good snubbing. He emphasized the fact that if the American school system is to justify the theory upon which it is maintained, and be the safeguard of American citizenship, it must be progressive and be good enough for the richest and the highest. President John Nagle, of Manitowoc, in his address discussed needed reforms in methods of teaching and urged a greater conception of the work. Principal P. H. Hewitt, of Manitowoc, read a paper touching the "Proper Training of Our Future Citizens to Fit Them for Their Place in a Homogeneous Nation." He asserted that to avert struggles between classes, no one element must pose as the sole embodiment of Americanism undefiled. Superintendent Draper was called upon for another talk and while he stood before the audience a moment before speaking, a gentleman in the audience remarked loudly, "I wish we had a hundred of just such men leading our educational institutions."

Supt. Draper spoke of the National Teachers' Association to be held at Saratoga next summer, and detailed the advantages to be derived from it. "How to Promote the Interests of the Local Teachers' Associations" and "The Course of Study" were the subjects in the superintendents' section. In the high school department the question, "Is the Present Common School Course Overloaded?" was discussed.

In the normal school section A. J. Hutton proposed the question "Should Tests of Admission to Normal Schools be Made Uniform?" The discussion of this, led by W. J. Bries, was general. "Devices vs. Principles in Teaching" was also considered in this meeting. At an evening session Supt. O. E. Wells presented the subject of Certificates of High School Principals and Assistants. He said, "The present provisions of law which prevent graduates of institutions outside of the state from ever acquiring except by examination, a standing as teachers of common schools, within the state, is the cause of no little irritation. Drs. Stearns, Freeman, and Birge, Presidents Albee and Mapel, and Profs. Gillan and Pray could not legally contract to teach the smallest and weakest high school in the state, without first obtaining a certificate from the county superintendent, or a state certificate from the board of examiners. They are interlopers, vagrants from Harvard, Ann Arbor, or other foreign schools. They may do well enough for the state university and normal schools, but they must be examined and properly licensed if they wish to teach in our district and high schools, and they must repeat this examination at least once in four years if they wish to continue the service. By graduating from the institutions in which they teach they might, after a year's successful teaching in the public schools, secure legal equality with the graduates whom they have instructed." A committee was appointed at the close to investigate the matter of needed reforms with a view to change in legislation. Prof. M. S. Frawley, of Eau Claire, in the discussion of the question, "What Are Our High Schools Doing to Prepare Pupils for Active Life" said that experience had proved that the high school which furnishes the best kind of preparation for college furnishes also the best preparation for life work. He maintained that the deficiencies in the high school graduates, so severely criticised by business men must be traced to other causes than that of meeting college requirements.

Miss Ella A. Sabin, on the subject of "Moral Training," said that the management of the school was moral training. Methods develop truth, respect for authority, fidelity to the end, and recognition of consequences.

The consideration of the Educational Exhibit at the World's Fair closed the meeting.

Iowa.

The State Association of Iowa, met at Des Moines, December 29, the occasion being their thirty-seventh annual gathering. The president H. H. Freer, of Mount Vernon, gave a practical annual address probing educational errors and commending excellences. He closed with hearty praise for the outgoing superintendent, Hon. Henry Sabin, and bespoke a cordial welcome for his successor.

Prof. C. M. Grumbling, of Mt. Pleasant, in a paper on "The Home and the School," declared for secular education in the school, leaving the religious training to the home. Supt. S. F. Fiester, of Waverly, spoke in behalf of the home. Supt. Rogers led in the general discussion that followed. At this point Supt. Sabin introduced State Superintendent Draper of New York. After a few humorous and witty opening remarks Judge Draper discussed the subject of secular education. He believed there would be moral growth in the school if the teacher was sound at heart, and that too much stress could not be laid upon the disciplinary effect of the school upon the child as a moral force. In advocating harmony among teachers, he said that if teachers would join together and have the backbone of angle worms they would accomplish wonders. Supt. Draper also spoke most acceptably in the evening to a large audience.

Supt. A. W. Stuart, of Ottumwa, in an able paper on "The First Four Years in School Life," declared these years to be attended with greater difficulties to the teacher than any other subsequent period, because child nature is so imperfectly understood, and educators are not agreed as to what aim education should take. He defined the best furnishing for any primary room to be a whole-souled, true woman for the teacher.

There were some excellent papers and discussions in the different department sections of the association. In the *Elementary and Graded department*, "What can we do for our grammar schools?" "The Individual in Primary Teaching." "Literature for Primary Pupils," were some of the subjects considered.

The Iowa exhibit at the Columbian exposition was discussed in all its aspects by the leading educators present.

Prof. T. H. McBride, of the State University, read a paper full of suggestions based on former experiences, as director of school exhibits. He maintained that every pupil should be represented, and every phase of school work from the primary school to the university should be shown. Dr. Peabody, of Chicago, director of the department for liberal arts for the Columbian exposition, was present and joined in this discussion. He displayed a map of the grounds, and pictures of the buildings in Jackson Park, and gave interesting descriptions of it with especial reference to the educational department.

This meeting, as a whole, was fully up to the usual excellence of Iowa associations, which are always alive and full of interest.

Florida.

THE STATE TEACHERS' ASSOCIATION.

The teachers of Florida met at Jacksonville, January 5-9. The first gathering Tuesday evening was a large one, 600 being present. Prof. J. M. Stuart presided. The response to the address of welcome by him was short. State Superintendent Russell responded at length in an eloquent manner. Among other things he said there was a public school to every 174 of the inhabitants in the state. On Wednesday the regular session began. The address of President J. M. Stuart showed the progress of the state in education; in ten years the attendance of pupils has risen from 58,000 to 92,000:

"It is not an audacious thing, but a plain, common-sense thing, to say that the time has come when the association should begin to be an authority in the land; when it should claim the careful attention of our law-makers. As we have grown in numbers we have also grown in responsibility. There is taken away from us, in a large measure, our right to choose certain subjects for our consideration and leave alone others. It is not that we may not wish, but that we have not now the right to spend our whole strength on discussing nice points of pedagogy and philosophical essays. Whatever touches the interests of popular education, whether it be a principle of mental philosophy that needs to be insisted upon, or of political philosophy as well; whether there be that in social custom or state law which needs to be altered or defended, with all such questions it is the duty of this association to deal in earnest, patriotic fashion. The success of our meetings should no longer be measured simply by our enjoyment of them; if our whole broad system of education has not been influenced for good in some definite way by our meetings, however many stirring speeches and excellent essays it has called forth, it has been far more of a failure than a success."

The "Reflex Influence of Teaching" was presented by Dr. W. F. Yocum.

"The teacher spends much of his time in the school-room away from the sunlight and it tends to injure his constitution. He breathes impure air most of the time and this unfits him for good digestion and sleep. He spends much of his time over books instead of nature. He brings his mind constantly to the horizon of the child instead of the arch that is filled with stars. All of these tend to put a mark on him; he becomes subject to these influences. But he must counteract them all and grow on all sides."

Prof. B. C. Graham, of Tampa, presented "The Aim of the Public School":

"The true aim is character building. To build character it is essential that the teacher direct his work toward developing the thinking powers. The whole circle of knowledge is now called into requisition. Natural science should be taught in the schools from the very lowest grades; through nature their hearts

and minds are expanded, and directed toward the wisdom and goodness of God.

"Cramping is a crime. It is only digested food that makes muscle; not what a man knows but what he is and what he can do is the test of true education. Industrial training is all-important. By it our boys and girls are not only taught the principles that underlie many of the trades, but it is a most excellent mental discipline and is most conducive to the cultivation of the inventive faculty.

"Natural science should be a part of the teacher's preparation. To speak of mental culture as a result of a classical education and to insist upon it as necessary to the highest degree of mental culture is a mistake. There are but two books, the Bible and Nature, one written by the pen of inspiration and the other by the finger of God. Teachers should study God's works as manifest in nature and His will as revealed in the Scriptures if they would attain the highest degree of mental culture. The mistake of the schools has been ignoring God's work for man."

Mrs. G. S. Van Buskirk discussed "Music in the Public School," and in the evening Gov. Fleming addressed the teachers.

Prof. W. W. Seals, of Lake City, discussed the "Relation of English to Mental Discipline." This was followed by an exhibition of the attainments of some of the pupils from the Florida Blind, Deaf, and Mute Institute.

Prof. Patterson read a paper on "Henry's Flints":

"Walking one day through the Robert E. Lee Park, I came upon two boys on their knees in the sand. My curiosity was aroused and I sought for the reason. It appeared that they were searching for flints. This little incident set me to thinking. No one had charged them to find flints. 'Henry comes here and gets them,' was all the reason they offered. 'Do other boys come?'"

"Oh, yes; all of the boys come."
"The study of nature is taken up by humanity because of the pleasure it gives." (The speaker deduced from this that education should follow nature's evident plan.)

"Scholarship or Methods" was the subject Prof. H. N. Felkel, of the De Funiak normal school, discussed:

"Methods are the means the teacher employs; the first requisite is scholarship; our great lack is scholarship. Given scholarship and the methods will take care of themselves. There are those who would substitute methods for scholarship. Any attempt to get along with poor scholarship will fail. Everywhere the need is better scholarship."

Amos M. Kellogg said: Instead of "scholarship or methods" he would say scholarship *and* methods. The scholarship in the 300 academies of New York in 1845 was excellent; but great statesmen like Bishop Potter and Gideon Hawley saw that more was needed—training in methods. The state invested \$10,000 in methods then; she now spends \$250,000 in teaching methods; she believes that scholarship is not enough.

Miss Patridge said the desire of earnest teachers for methods must mean something. It is not meant that some one device is taught; it is meant that scholarship has ways to effect education; these vary with the individual.

The association voted to meet at De Funiak Springs the first Tuesday in April and then listened to Prof. U. J. Hoffman on "Common School Education." Mrs. H. K. Ingram, of Jacksonville read a paper on "Teachers' Associations":

"Is teaching a profession? I answer from the teacher's standpoint, emphatically 'no.' It is not even a very good trade. In what profession or what trade but ours does not faithful, successful service year after year earn, if not promotion at least security in the position once attained? Nowhere. Only the teacher, no matter how gifted, is placed on the ragged edge of uncertainty every year. In what other walk in life, are those practicing a vocation dictated to, regarding all the details of their work by non-professional outsiders? Physicians, lawyers, and preachers pass an examination once and are not troubled again in their chosen field of labor. But at the end of each year the teacher, regardless of long years of experience and the finest credentials, is examined to see if she has forgotten anything—examined by a board of business men, most of whom never step inside a school-room door, and sum up official duty in two acts of signing warrants and examining teachers."

In the evening C. B. Collins gave a lecture which, while applauded for its wit, was condemned for its logic. It was an appeal to the poor to feel uncomfortable because there were richer persons.

Miss Clem Hampton discussed "The Tendency of What are Known as Normal Methods." This paper showed that the normal methods of her conception were not what they are in states like New York, Massachusetts, etc., where the normal school is a permanent institution. While her paper produced laughter, it was constantly being said, "Why, these are not normal methods?" These are evidently small institutions that teach a routine and call it a normal method."

Miss Veenfiet gave a bright talk on "Devices" exhibiting objects that could be made by pupils.

The resolutions constituted a platform, favoring (1) broad scholarship, advanced methods, and the new education; (2) a plan of work at the annual meetings: (a) considering subjects of study in school, (b) the teacher's professional standing, (c) pedagogic doctrine; (3) encouraging county normal schools (an institute if this could not be held); (4) educational men for county superintendents; (5) industrial education, manual training and kindergartens; (6) uniform examinations and life diplomas. Prof. Geo. P. Glenn was elected president; Mrs. H. K. Ingram, vice president; Mrs. Smillie, recording secretary. A special vote of thanks was tendered A. O. MacDonald, the popular passenger agent of the F. C. & P. R. R., who has every year shown a deep interest in the welfare of the association.

Minnesota.

The annual convention of the Minnesota Educational Association met at St. Paul, Dec. 28-31.

Dr. Bradley opened the regular session by a paper on "The

"Training of the Will" in which he made a strong plea for the individuality of the child, so that it shall not sink into a mere pupil of the school. He also urged that children be taught how to talk, instead of merely uttering words. Superintendent Kiehle said, in discussion, that the will the child already had should be educated and that he should not be driven. President Searing, of Mankato, made a point of cultivating the child's imagination. President Shepard, of Winona, emphasized the necessity of training the child to industrious habits. On the following day, President Goodhue, of Northfield, in a lengthy address reviewed the history of the state association and outlined its present needs. At the close, he said to the teachers present, "If, in your judgment, the meetings will not be helpful to your teachers, do not urge them to come, but come yourself and give the officers-elect the benefit of your suggestions."

State Superintendent Kiehle next gave a most interesting talk on the "Certification of Teachers" in which he argued for a state examining board to relieve the teachers from the annoyance of repeated local examinations.

In the *Primary Department*, Mrs. C. L. Place, of St. Paul training school, presented a paper on "Natural Science Work in Common Schools." The discussion of this paper was so general that it pointed unmistakably to the fact that there had been a decided quickening of interest in this branch of public school work. Prof. McReady, of St. Paul, gave some interesting personal experiences in his own school-room, in which children had voluntarily made notes in this subject and carried them to the upper grades. The success in this branch of study depended wholly on the teacher; the children were all ready and willing to do their part.

Prof. Hubbard, of Waseca, talked of the text-books used for narcotics and stimulants. He believed they were neither interesting nor efficient and that this subject should be treated by practical experiments. Miss Darrow, of St. Paul, gave an insight into her methods of teaching natural science and the great delight in teaching this subject. This was one of the most interesting discussions of the association. There was a "Symposium" on English. "The Place English Should Hold and How it Should be Taught," was discussed by Superintendent Gertrude C. Ellis, of Mower county, and Miss Laura Hand, of St. Paul. The importance of the study of literature as a means of language teaching was emphasized by both speakers. At the close of the meeting a resolution was unanimously adopted urging upon the next legislature the importance of passing a bill that shall give free text-books to the children of the state. The meeting was declared to be one of unusual interest.

Associated Academy Principals.

The seventh meeting closed Dec. 31 in Syracuse. Prof. F. J. Cheney, of the Cortland normal school, presided. Principal H. P. Emerson reported concerning faults in the Regents' examinations: (1) That they were too complex; (2) that they changed too often; (3) too much delay in summing up results. He said that the secretary of the Regents was ready to remedy these points.

These questions were announced for discussion:

1. The proper relation of academies to university extension.
2. The New York academies' exhibit at the Columbian Exposition.
3. Can the high school course be shortened?
4. The inductive method of teaching Latin and Greek.
5. The relation of academies to free libraries.
6. Methods of teaching English literature.
7. The Sheldon-Barnes plan of teaching United States history.

No. 1. Secretary Melvil Dewey gave an earnest address counseling the principals and teachers to take hold of it with enthusiasm; it needed an educated man to head it; it would be a mistake for them to let the people run it without them; it was sure to be adopted. Oxford & Cambridge both had thrown open their doors to it.

Principals Allen, of Rochester; Sawyer, of Utica; Ottoway, of Canastota; Riggs, of Watertown, and Taylor, of Canandaigua, spoke in favor of it.

No. 2. Principal Emerson, of Buffalo, suggested drawing, designing, geometry, models, maps, etc., to be put in book form.

No. 3. Principal Farr, of Glens Falls recommended as a course one that would fit for college, believing this would also be best if the pupil did not go to college. Principal Keyser, Professor Norton, Principals Allen, Oakley, Sawyer, and Peck, and Professor Webster discussed the matter at length. The majority felt that a course that fitted for life irrespective of the college was needed, so that two courses were needed.

No. 4. Professor Williams declared himself opposed to stuffing grammatical rules down the pupil's throat. Professor Wheeler used no rule until it was called for. He used the inductive method in Greek in Cornell. Principal Hyme believed in the old method. Professor Milne believed in the teacher and no set method. Miss Margaret K. Smith said the method belonged to the pupil; the teacher should take that by which the mind reached its ends most readily.

No. 5. Secretary Dewey said there should be a union of the districts so as to have town libraries; these should be free. They

should be in connection with the state library and aid the university extension.

No. 6. Professor Clark, of Syracuse, said we should not study about English literature, but the literature itself. The ideal method is that there should be in the hands of every pupil a large sized volume of the works of the prominent authors. In lieu of this a cheap edition should be issued and duplicate copies kept in school libraries. The publishers would do this, if the teachers created the demand.

Professor Little, of the Garrett Biblical Institute of Northwestern university, believed that the reading of literature is for pleasure. A taste for literature can be cultivated in the school-room through beautiful passages and noble verses, and not by cut and dried rules. Dr. O. H. Warren, of the Board of Regents, addressed the principals in behalf of its work. Inspector C. O. Hawkins spoke on "Training Classes in High Schools and Academies."

No. 7. Prof. Burr, of Cornell, suggested that we are not studying history but what men have said about it. Instead of this, why not delve at the sources of things? Dr. Little said, in this connection, that the teacher must set the example by showing his interest in great writers, by his extended acquaintance with them.

Before closing Principal Allen brought up the matter of the difference in the state appropriations for normal and high schools. He said that at present 11 normal schools annually received from the state an appropriation of \$300,000 while 350 academies and high schools received but \$106,000. He suggested that a committee be appointed to bring this before the legislature.

Principal Farr said the state was going backward in its educational work and he did not believe that the governor or legislature intended this. Prof. Curtiss, of Sodus, and Principal Oakley, of Little Falls, were in favor of asking for more appropriation. The new president, Prof. T. B. Lovell, of Attica, concluded the session by a happily worded address.

University Extension Conference.

The first national conference on University Extension met at Philadelphia, Dec. 30-31. Hon. W. T. Harris, United States commissioner of education, presided. The four large colleges Bryn Mawr, Haverford, Swathmore, and University of Pennsylvania gave to the distinguished delegates present an elaborate reception on the evening of the opening day. Among those present were, Professors Harper, of Chicago university; Patton, of Princeton; Angell, of Ann Arbor; Gilman, of Johns Hopkins; Johnston, of Tulane university, New Orleans; McAllister, of Drexel institute; M. E. Sadler, of Oxford university; W. T. Harris, United States commissioner of education; Sir Donald A. Smith, of Montreal; and Sir Daniel Wilson, of Toronto; Francis A. Walker, the noted educator of Boston; Professors W. S. Sproll and James H. Woodburn of the University of Indiana; Professor Jenks, of Cornell; W. H. Hickman, of Atlanta, and over three hundred others. Walter C. Douglass, general secretary of the Philadelphia Y. M. C. A., gave a summary of the work conducted by that association. Melvil Dewey explained how state aid is applied to the movements in New York state. Prof. Michael E. Sadler, steward of Christ Church, Oxford gave a sketch of the development of university extension in England. From the labor standpoint, P. J. McGuire, of the American Federation of Labor, said that organization approved of the work. Papers were read on "The Lectures in University Extension," by Dr. Edward J. Jones, and on "The Ideal Syllabus," by Prof. H. W. Rolfe, of the University of Penn. Prof. Sadler, of Oxford, talked of the Functions and Organizations of Local Centers," and described the work in detail. He said that it was better for a town to be aroused from within for the work and when the people showed a desire to learn they should be encouraged. Dr. James A. Woodburn, of Indiana university, gave "Some experiences as an extension Lecturer." Edward T. Divine spoke of "The Class in University Extension." R. W. Thomas, of the University of the state of New York, gave a closing address on, "The State of University Extension."

Reports of extension work were given from Maine, Kansas, Rhode Island, W. Virginia, Ohio, Indiana, Minnesota, Illinois, and Connecticut; 18 states, and 42 colleges, universities, academies, and high schools, sent representatives. The meeting was a great success and materially advanced the interests of university extension.

Colorado.

Prof. R. W. Guss, of Massachusetts has assumed his duties in the Colorado state normal school as professor of science. Prof. Guss is one of the strong teachers of science. He is particularly strong in normal work.

Miss Glison, ex-critic teacher of Fredonia normal school and late teacher of teachers in the Platteville state normal school, Wisconsin, has taken charge of the model school of Colorado state normal. Miss Glison is one of the finest teachers in the country.

The normal opens with an increase of about twenty per cent over last term.

Miss Sarah Barber has been elected to the head of the department of elocution and Delsarte gymnastics. She came from Pennsylvania where she distinguished herself as an institute instructor.

There is quite an educational quickening in the state of Colorado. A very interesting session of the state teachers' association has just closed. Over five hundred were enrolled. Among those who addressed the association were Editor Bardeen, of the *Bulletin*, and Z. X. Snyder, president of the normal school.

Greeley, Colo., is the first to organize a university extension center west of the Mississippi. The first course will consist of six lectures on the French Revolution, by chancellor McDowell, of the University of Denver.

At the recent State Association of California, the new movement in the San Bernardino schools, *i. e.*, the promotion of pupils on the basis of power came up for consideration. Superintendent Frye explained his method of examinations and presented his pamphlet "Mind Charts," to the association. "No longer," he said, "will pupils be held back because they fail to answer a certain per cent. of questions. The children will be promoted the instant they prove their power to do the work of the next higher class." Prof. Earl Barnes, of Stanford university, said: "In the matter of a definite plan for examining and promoting children, San Bernardino city leads the world. I am familiar with the systems of Germany, France, England, and America, and nowhere in those countries has anything been produced by educators equal to the work outlined by Superintendent Frye. The mind charts stand alone. The idea is original, and California should feel proud of a city that has produced such an educational movement."

An enthusiastic gathering of the college men took place in Brooklyn, N. Y., on Dec. 29. The object of the meeting was to elicit the views of the different colleges on education and their attitude toward it, to bring those colleges into public attention, and to promote fraternity between the alumni of several institutions. President Low, of Columbia, presided. President Gates, of Amherst, spoke on "Brotherhood in Highest Sense" and "College Men as Leaders." President Andrews, of Brown university, spoke of "The Moral and Religious Value of Higher Education." "College Education" was the subject of Prof. Fisher's address, and the theme of President Raymond, of Wesleyan, was "The Philosophy of Method."

It is found that there is a chance for reform in the matter of district libraries in the state of New York, which should do as much toward educating the masses as any other branch of public instruction. Since 1839 up to the present time the legislature has annually appropriated either \$50,000 or \$55,000 to be apportioned among the school districts of the state, for the purchase of books for school libraries. In this way nearly \$3,000,000 has been paid out by the state, of which there was actually expended for libraries a little over \$2,000,000.

New York state was the first to establish libraries in connection with the public schools. Seventeen other states followed its example, and state after state has left New York behind. Prof. Melvil Dewey, who has made a study of libraries, attributes the failure of the district school system to being too widely dissipated, with no supervision. It could not be expected, says the professor, that 12,000 libraries could be administered successfully in a state where there were not twelve men that could be said to be thoroughly trained for the work.

The Stanton graded school (colored) in Jacksonville was visited by the editor, and he reports that his former praises of the work done there by Mr. William Artrell and his corps of assistants were well deserved. Progress is visible everywhere; the pupils (nearly 500) looked very intelligent, and were well-behaved—no staring, no giggling, ready to listen, apt to reply, presenting neat work in writing, and able to express themselves. A class in dictation of poetry showed general comprehension of the meaning of words, synonyms, figures of speech, etc. One thing is becoming apparent—a class of excellently trained colored women leaders are coming into Florida, and the effect has begun to show itself.

A new precious stone has been found in the mining districts of Nevada. The state geologist classes it as "sariscite." It is dark green in color, capable of a high polish. As yet, it is not found in any considerable quantity.

Generous bequests from wealthy men, to educational institutions, is becoming a custom. Boston university receives from the will of Lovicy D. Paddock the sum of \$30,000 for the aid of worthy young women and men struggling for an education, and

the university of Kansas has come into possession of a bequest of \$91,683 from the estate of the late William B. Spooner of Boston.

A teacher in Chicago—a woman—has sent two children home from school on two occasions because of unmistakable indications in their breath of having eaten onions. The children are crest-fallen and the indignant papa has written to the board to take action upon it. The Chicago press remarks that "the domain in sanitary science as well as æsthetics is involved." It is not difficult to prophesy on which side the question the mass of teachers will be found.

"The Oakland, Cal., board of education has passed a resolution requesting the resignation of all women teachers with 'able-bodied husbands,'" says *The Woman's Journal*. "California declares that teachers holding city certificates, when elected, can only be dismissed for insubordination or for 'immoral or unprofessional conduct, profanity, intemperance, or evident unfitness for teaching.' The question arises under which of these misdemeanors shall the possession of an 'able-bodied husband' be classed, in order to enforce the desired resignations?"

The Nashville board of education issued an order to all the city schools to visit the parents or guardians of the pupils once in every three months. Now, the idea of visiting the parents is a good one, but it may be questioned whether it should come through the law or be left to the teachers. It may be said it was left to them and the duty was not performed. But suppose the board had recommended it, had asked the teachers to report, had commended those who did visit? The idea of coming in contact with parents is a good one.

The question as to the incumbency of the present supt. of public instruction in Pennsylvania, Hon. D. J. Waller, has been settled. Chief Justice Paxson of the Supreme Court has decided that Mr. Waller is allowed to hold the office for the unexpired term of E. E. Higbee deceased.

We regret to learn of the sudden illness of Superintendent Balliet, of Springfield, Mass. He has been confined to his bed during the last week.

Ex-State Superintendent of Public Instruction William B. Ruggles died at Albany, Jan. 4. He was elected to the office of state superintendent of New York in 1882, holding the position till his resignation in 1886. While on the judiciary committee in the state assembly in 1876, he took an active part in education legislation. He delivered a stirring speech on the floor of the assembly in favor of the abolition of the normal schools of the state on account of their great cost and little benefit to the people at large. There were other competent schools provided, Mr. Ruggles argued, making a point of the teachers' training classes connected with the public school system.

New York City.

Mme. Marie Giralde Delsarte, the elder of Delsarte's two surviving daughters, gave an informal talk before an audience in New York city last week. She briefly outlined her father's ideas and practically illustrated what she described. She explained how nearly every voluntary muscle of the body can be trained to express the moods and tenses of action. Her father had learned much of his system from watching children in their naturalness, instancing his visits to the Tuileries where he watched the way the children held their thumbs. If teachers studied the mental attitudes of children as Delsarte studied, the physical what might not be revealed as to the best ways and means for their development?

The report of Superintendent Jasper on the progress and results of manual training in the city schools is full of interest. After a detailed account of the varieties of manual work in the different grades, and the effects on the intellectual development of the pupils in the various branches, he sums up the whole experiment as eminently successful.

Ex-Commissioner Jacob D. Vermilye, long identified with the public schools of New York city, died January 1. He was for 20 years connected with the board of education and commanded the esteem of all who knew him in that connection.

The tenth annual exhibition of the New York Etching Club will be opened in the National Academy of Design in connection with the exhibition of the American Water Color Society, on the 1st day of February, 1892, and will close on Saturday the 17th.

Important Events, &c.

News Summary.

JANUARY 1.—A native war imminent in Samoa.—Ex-Congressman Perkins appointed Senator Plumb's successor.—Pres. Rodriguez grants amnesty to Costa Ricans exiled for political reasons.—Disastrous floods in upper Austria.

JANUARY 2.—Grip raging in Belgium.

JANUARY 3.—The New York Central-Hudson railroad company extending the block system.

JANUARY 4.—Russian movements of troops along the frontier cease.

JANUARY 5.—The International sanitary congress opens at Venice.—The courts declare Bulkeley governor of Connecticut.

JANUARY 6.—Senator Sherman will serve another term.—Earthquakes at Verona, Parma, and other places.—Secretary Blaine ill.—Guy de Maupassant, the French writer insane, and sent to an asylum.

JANUARY 7.—The French revenue returns for 1891 show a surplus of \$30,000,000.

DEATH OF THE KHEDIVE OF EGYPT.

Mohammed Tewfik, the khedive of Egypt, died of influenza Jan. 7. He was born in 1852 and became ruler by decree of the Ottoman empire on the forced abdication of his father in 1879. In 1882 he was called to deal with an insurrection led by Arabi Pasha. The latter, having the army with him, forced the khedive to make terms that subverted the authority in the country of France and England. Arabi thus became dictator and was supported by the sultan. He grew so bold that the English sent an armed force against Egypt. Alexandria was bombarded July 11, 1882, and the following September Arabi's force was defeated at Tel-el-Kebir by British troops under Sir Garnet Wolseley. Having fled to Cairo, Arabi surrendered. He was tried and was sentenced to death, but the sentence was afterwards changed to banishment. Since the rebellion the khedive has acted in close harmony with the British authorities.

The khedive's son, Prince Abbas Pasha, a youth of eighteen, succeeds him, and with this change of rulers the peace of Europe

is again threatened. Abbas Pasha will not attain his majority until July 14. France and Russia have been trying to incite the sultan to establish a regency. Now a regency of only six months would seriously weaken British power in Egypt. The British government, in the meantime, is firm in its intention to hold its influence in the country. Abbas has been recognized as khedive by most of the European powers.

MAKING TROUBLE FOR PRES. DIAZ.

The new year was ushered in with an uprising on the northern border of Mexico that threatens to cause that government considerable trouble. The revolt is led by a man named Garza, and it is said that most of the population of the part of our neighbor republic near the Texas line are in sympathy with it. The revolutionists opened recruiting offices at different points in Texas, which led the U. S. authorities to take means to prevent this violation of the neutrality laws. Several troops of the U. S. cavalry were stationed along the Rio Grande to prevent the crossing of that river. The Mexican government also sent troops to the frontier. A skirmish occurred between the U. S. cavalry and the rebellious Mexicans.

THE CAUSES OF THE UPRISING.—It is said that there is great dissatisfaction because the rule of Pres. Diaz is too rigid, and because the church is not allowed to own lands. Although Mexico has 13,000,000 people, the land outside the cities is owned by 10,000. Multitudes are homeless and starving, and are ready to join any revolution that supplies them with food. Someone is supplying Garza with money, but where it comes from is a mystery.

UPRISING OF MALAYS.—An uprising at Penang in the Malay peninsula that began late in December, became general in the early part of January. At the beginning of the outbreak armed police were sent to quell the revolt, but it has been found that the rebels are in too strong force for the police to cope with them. The trouble was caused by hostility to the sultan.

RIOTS IN PERSIA.—A tobacco monopoly exists in Persia, controlling both exports as well as interior trade. The priests forbid the use of tobacco in order to break up the monopoly. A mob demanding satisfaction assembled at the Shah's palace in Teheran, but his son, who is minister of war, failed to pacify them. Troops were then summoned, and in the battle that followed many persons were killed.

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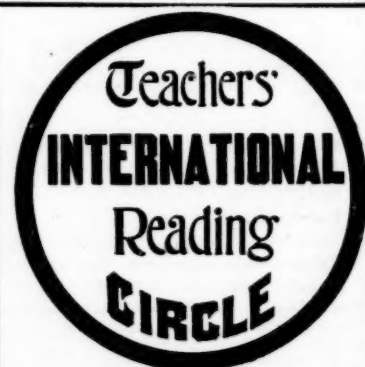
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New Books.

The recent publication of the sixth volume of the *Century Dictionary* completes the most extensive work ever undertaken in the line of lexicography. The preface to the first volume is dated May 1, 1889, the supplementary note to the preface issued with the last part, October 1, 1891. Between these dates the monthly parts have followed each other with almost mechanical regularity, the whole making a dictionary of 7046 large quarto pages, containing from the printer's point of view, two-thirds as much matter as the *Encyclopedia Britannica*, including about 500,000 definitions of over 215,000 words, 50,000 defined phrases, 300,000 illustrative quotations, and 8000 cuts. It is almost impossible to give a conception of the magnitude of the work. It is sufficient to say that it is one of the greatest achievements in printing of the nineteenth century—this publication of such a stupendous work in numbers, and having each number come out practically on time. This could not have been done without the most thorough system, a proper division of labor, an intelligent discrimination between work which could be done rapidly and other which could not, and untiring energy on the part of those responsible for its progress. The result of all this pains and labor is that a work has been produced that is noted for the wide field covered, the extent and accuracy of its information, and at the same time the conciseness with which it is presented.

All classes of workers, whether in science, art, literature, trade, industry, etc., will find the vocabularies in their several lines almost as full as the technical dictionaries give, and besides the matter is presented in much more attractive shape typographically, and accompanied with cuts on which vast labor and expense have been bestowed. Students of literature by means of it will be able to interpret obscure passages in the works of the early writers, such as Chaucer, Shakespeare, and others. While the principles of spelling-reform have been adopted by so few that the editors have not introduced the reformed spelling into the body of the work, they have deemed it advisable to print a list of amended spellings recommended by the English Philological Society and the American Philological Association. It is headed by an introduction that leaves no doubt of the position of the editors on the question of spelling-reform. In conclusion it may be said that

the dictionary has been welcomed by scholars in a manner worthy of its importance. Leading literary men, educators, journalists, scientists, and others, in all parts of the country have warmly commended it. Hereafter no library will be complete without it, and it is also destined to be a favorite work of reference in the school. (Century Company, New York.)

Rev. J. B. Lock, M. A., of Cambridge, is the author of a little book, entitled *Mechanics for Beginners*, Part I. It contains a short exposition of dynamics and statics. The part relating to dynamics is contracted from a longer work by the author, but only a few algebraical examples are left out. In article 16 is given a new form of that proof of the formula of accelerated motion which depends on the idea of average velocity. Statics is treated simply and effectively. The book was arranged especially for the classes of South Kensington, but other schools will doubtless find it useful in the work in this somewhat difficult subject. (Macmillan & Co. London and New York. 90 cents.)

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